



FALINGE
PARK
HIGH
SCHOOL

Performance Development Policy 2017/18

September 2017

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Falinge Park High School
Performance Development Policy
2017-2018

1. APPLICATION OF THE POLICY

- 1.1 The policy applies to the Headteacher and to all teachers employed by the School, except teachers on contracts of less than one term, those undergoing induction (*i.e. newly qualified teachers*) and those who are the subject of capability procedures.
- 1.2 The Performance Development process will not be used as a substitute for the informal stage of the capability procedure. Capability is subject to a separate policy and procedure, and will only be invoked when the Performance Development process has been exhausted (see 5.24), or when there are performance issues relating to temporary teachers on contracts of less than one term who are not part of the PD Process.

2 PURPOSE

- 2.1 The school wants to create a compelling learning experience for all pupils and staff. We believe to achieve this we should focus on developing and improving standards in teaching and learning. We want to do this in a manner which recognises the professional integrity of teachers and is a collaborative process based on the premise: *Every teacher needs to improve, not because they are not good enough, but because they can be even better.* (Dylan Wiliam 2013).
- 2.2 We believe that the best way to improve learning and outcomes for pupils is through believing in people: professional learning and research and positive relationship. This policy is underpinned by this strategy. The climate we operate in is one of high trust and high professional responsibility.
- 2.3 This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the Headteacher and for supporting their Development needs within the context of the School Development Plan.
- 2.4 Where teachers are eligible for pay progression, the assessment of performance cycle, against the performance criteria specified in paragraph 5.12 below, will be the basis on which the recommendation is made by the reviewer. If a teacher wishes to move more than one point in a year, they must announce to their reviewer at the start of the cycle that they intend to apply for a progression of more than one point.

3. LINKS TO SCHOOL IMPROVEMENT, SCHOOL SELF-EVALUATION AND SCHOOL DEVELOPMENT

- 3.1 The Performance Development process is one of the main sources of information for school self-evaluation, faculty reviews, the wider school development process and raising achievement plans.
- 3.2 Targets across all faculties need to link with the school priorities, teacher standards and career stage of the member of staff. There should also be room in there to reflect the member of staff's personal ambitions for professional development and learning.

4 CONSISTENCY OF TREATMENT AND FAIRNESS

4.1 The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of Performance Development. To ensure this, the following provisions are made in relation to moderation, quality assurance and objective setting.

4.2 Quality assurance

- 4.2.1 The Headteacher has determined that she will delegate the reviewer role for some or all teachers for whom she is not the line manager. In these circumstances the Headteacher and a Deputy Headteacher will moderate all the Performance Development records including the review and target setting documentation to check that the plans recorded in the Performance Development of teachers in the school:
- 4.2.2 Are consistent between those who have similar experience and similar levels of responsibility;
- 4.2.3 Comply with the school's Performance Development policy, the regulations and the requirements of equality legislation.
- 4.3 The Governing Body will work with a representative from the Local Authority to ensure that the Headteacher's Performance Development Targets are consistent with the school's improvement priorities and complies with the school's Performance Development policy.
- 4.4 Pay recommendation will be discussed by a Governors pay committee made up of three governors including the chair of governors. Their role will be to critically evaluate the evidence presented to them related to staff movements within the pay scale (see also Teacher Pay Policy).

5 TARGET SETTING

- 5.1 As part of the previous year's review meeting, each teacher will be informed of the standards against which that teacher's performance were met in that Performance Development period. *All teachers will be assessed against the set of standards contained in the document called "Teachers' Standards" published in July 2011 (introduction updated June 2013).* Teachers, including the Headteacher, who have responsibilities outside the classroom and/or who are on the UPS scale, may also expect to have their performance of those responsibilities evaluated.
- 5.2 Reviewers will assess qualified teachers against the standards to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of his or her career (whether an early-career teacher, mid-career teacher, or a more experienced practitioner). *The professional judgement of reviewers will therefore be central to appraisal against these standards.* It is expected that all teachers will be at least competent in all aspects of the Teaching Standards.
- 5.3 In preparation for setting targets at the Performance Development Review meeting, teachers will self-audit across the cycle against the extant Teachers' Standards in order to identify which of the Teachers' Standards they might want to set objectives against in order to improve the quality of their performance in the classroom (see Appendix 1). It may be beneficial for individual teachers to discuss the Teachers' Standards Audit with his/her Subject Leader before discussing objectives with his/her Reviewer.
- 5.5 The objectives set will be SMART: rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience. They will have regard to what can reasonably be expected of any teacher in that position given the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge his/her professional duties and the time required to pursue his/her personal interests outside work, consistent with the desire to bring

downward pressure on working hours as part of the school's strategy for ensuring the well-being of staff and maintaining a healthy work/home balance.

5.6 The targets will also take account of the teacher's professional aspirations and any relevant pay progression criteria. They should be such that, if they are achieved, they will contribute to improving the progress of students at the school.

5.7 Student performance data in itself will not be an objective; rather, this will be taken into account as part of the wider evidence base for evaluating the quality of teaching, so that student performance data are evidence rather than objectives.

5.8 The reviewer and reviewee will seek to agree the objectives, but where a joint determination cannot be made, the reviewer will make the determination and inform the reviewee the right to appeal to JA or SWa.

5.9 In this School for the 2017-2018 cycle:

All teachers, including the Headteacher, will have no more than 4 targets;

Main-scale teachers will normally have 3 objectives;

All teachers will have a school priority target;

All teachers will have a teaching and learning target;

All teachers will have a curriculum/ assessment target;

All teachers on the upper pay scale or those on the Leadership Spine will have a target that has been prioritised within the School Development Plan.

All Leaders will be judged against the Compelling Leadership document alongside their appreciative inquiry targets.

These targets will also have room to encompass the teacher's personal ambitions for professional development and learning.

The Headteacher's targets will be determined by governors and the Local Authority in line with the vision for the school.

5.10 It is important to emphasise that Performance Development whilst an assessment of overall performance of teachers against the full Teachers' Standards and targets cannot cover the full range of a teacher's roles/responsibilities. It follows, then, that meeting the objectives will explicitly help the teacher in meeting the Teachers' Standards.

5.11 The school is committed to creating a compelling learning experience. To that end our Performance Development policy dovetails with the work that is being undertaken with the Learning hubs. All teachers will be expected to complete at least two cycles of lesson study. This is outlined in the School Development Plan priorities.

5.12 At the assessment stage the reviewer will discuss the teacher's overall performance over the previous year against the Teachers' Standards and the targets set. The onus will be upon the teacher to provide evidence of their performance as detailed in 5.13 below. There will be particular emphasis upon the individual Standards which link to the teacher's Performance Development targets. The discussion will give the teacher the opportunity to highlight to the reviewer his or her particular successes over the past year and lead into the second half of the development meeting which looks towards setting Performance Development targets for the following year.

5.13 During the cycle, it is the responsibility of the teacher to collate any evidence which may support them in their evaluation meeting. The purpose of this is not to simply collate evidence for a singular meeting, rather

to show a commitment to and reflection of their engagement in creating a compelling learning experience. This may include¹:

Review of his/her students' examination results against the students' academic targets;
Feedback from any learning walks or assessment of learning;
Developmental observations;
Student voice;
Contribution to Learning hubs including evidence;
Good evidence of thoughtful lesson planning;
Evidence of lesson study (where applicable);
Minutes from meetings;
Evidence of training taken and impact;
Reflective writing and evaluation;
Professional dialogue;
E-mails;
Any further evidence which might relate specifically to the teacher's Performance Development objectives, including, entirely at the discretion of the reviewer.

- 5.14 The evidence required should be sufficient enough to allow the reviewer to make a well-informed judgement of the teacher's performance against the Teachers' Standards and targets set; the evidence should derive naturally from the school's/teacher's core self-evaluation processes and the teacher's professional obligation to continuously improve his/her practice. Evidence produced will always be the responsibility of the teacher and not the reviewer.
- 5.15 There is no mandatory requirement at Falinge Park High School for teachers to have a formal graded lesson observation. However, as part of our strategy for improving learning teachers will participate in peer to peer observations, hub work and lesson study. It is encouraged that these are used as evidence to support progress and development made towards performance development targets.
- 5.16 As is made clear in 5.2 above, the professional judgement of reviewers will be central to appraisal against these standards and targets. To that end the School appraisal team (made up of SLT and HOF on leadership) who undertake all Performance Development assessments in this school will be well-trained and the consistency of their judgements will be maintained through systematic moderation procedures which will include the moderation of objective setting, judging evidence against the Teachers' Standards and observations of Performance Development Review conversations by the Headteacher and a Deputy Headteacher.
- 5.17 Where a teacher is eligible for pay progression, it is expected that recommendations for pay progression should be based on evidence that shows that the teacher is at least competent in the vast majority of the Teachers' Standards and is at least making good progress towards those not met (see 6.1 below). Also the individual should demonstrate that they have either met or partially met the majority of the appraisal targets set. Where a teacher has indicated they wish to move up two points on the pay scale, this must have been indicated to the reviewer at the start of the process and they must have demonstrated that they have made exceptional progress. See Appendix One.
- 5.18 Newly Qualified Teachers who pass their probationary year will be recommended for pay progression, as it will be assumed that they have met the evidence for pay progression as outlined in 5.13 above.

¹ This is not intended to be a minimum requirement list, nor an exhaustive list. The key element is that teachers are responsible for improving their own practice and should therefore be useful information that has shaped their practice in the classroom and the impact on learners.

- 5.19 Further details of the decision making process for pay progression can be found in the LEA's 2017-2018 Pay Policy (adopted by the school).²
- 5.20 The teacher will receive written notification of the outcome as soon as possible following the end of each Performance Development cycle – and have the opportunity to comment in writing.
- 5.21 This review is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings as outlined in paragraph 6.7 below. Where evidence emerges during the Performance Development cycle about the individual's performance which causes *some concern*, there should be a review of the individual's targets and the targets should be prioritised, and amended if necessary, so that any additional targets(s) which are agreed, that address the concerns, do not take the total number of targets beyond the maximum of 4 for any one teacher. In any case where an individual is deemed not to be making progress towards the targets, the reviewer needs to discuss with the member of staff, record and share concerns with the Deputy Headteacher and Headteacher.
- 5.22 In order to *support* the teacher whose performance causes *some concern*, our Assistant Head responsible for Teaching and learning or a specialist Teacher Coach (who is *not* the teacher's Performance Development reviewer) will work with the teacher to establish more specific areas for improvement. It may be appropriate to undertake an individual action plan but this will be discussed in collaboration with the teacher.
- 5.23 If, despite the member of staff receiving appropriate and exhaustive support, the individual's performance does not improve and goes on to give rise to *significant concerns*, the Performance Development process will cease and the Headteacher will invoke the completely separate Capability Policy and procedure.
- 5.24 In cases where the teacher's performance has prompted the Headteacher to invoke the Capability Policy and procedure, the Pay Committee will consider use of its discretion not to award progression up the pay range.
- 5.25 In this school, teachers will receive their written Performance Development reviews by 31 October (31 December for the Headteacher). The Performance Development review will include:
 Details of the teacher's targets for the Performance Development period in question;
 An assessment of the teacher's performance in their role(s) and responsibilities against the Teachers' Standards including their Performance Development targets.
 An assessment of the teacher's training and development needs and identification of any action that should be taken to address them;
 A recommendation on pay where that is relevant (*NB – pay recommendations need to be made by 31 December for head teachers and by 31 October for other teachers*).

The assessment of performance and of training and development needs will inform the planning process for the following Performance Development period as will the school Self-Evaluation and priorities within the School Development Plan

6 REVIEWING PROGRESS

- 6.1 The following statement is designed to clarify what is expected of Falinge Park High School teachers so that: there is no doubt about the level of performance required by our teachers; the need to reduce performance measures to overly specific and inflexible numerical targets is obviated.

It is a given that the assessment of a teacher's performance during the Performance Development Review meeting will be rooted in the evidence outlined in 5.13 above. However, it is important to be clear that the

² Due to delays in government adoption of the STRB recommendations the Teacher's Pay Policy for 2017/18 has not been released yet at the time of writing.

final judgement of a teacher's performance will be made within the context of our school, where, historically:

students enter the school at attainment levels below the national average

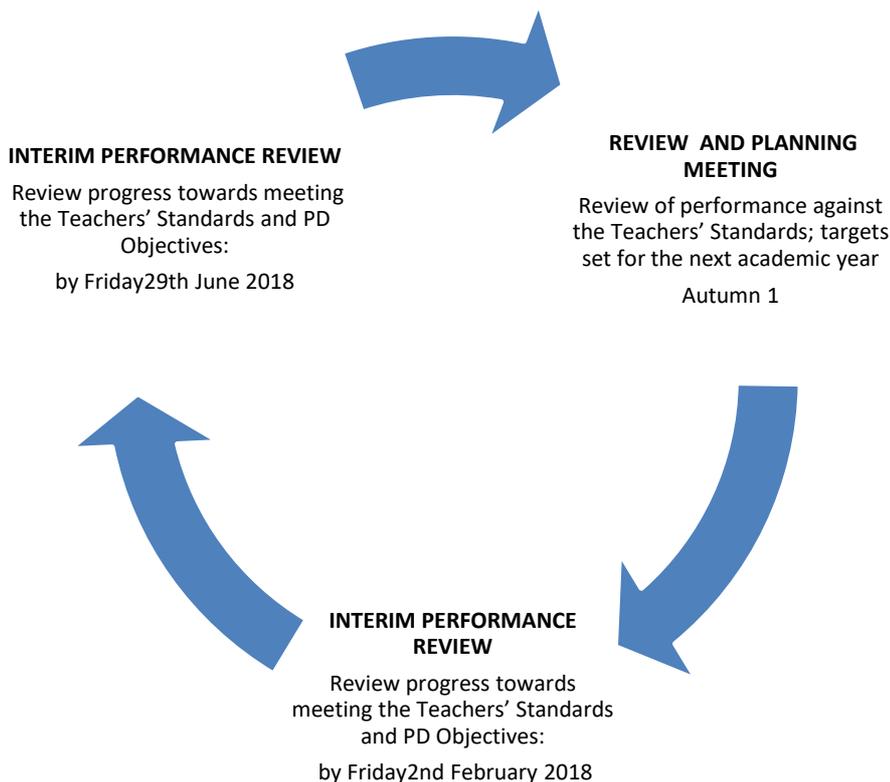
and, yet, the expected impact of our Professional Development of learning and our Growth mindset is to achieve a Progress 8 figure of +0.5 within the next two years.

- 6.3 Judgements will be made with professional wisdom and will take into account a teacher's contextual analysis of the academic performance of students in his/her individual classes.
- 6.4 In extraordinary circumstances the Governors' Pay Committee will consider use of its discretion to award more than one full point, up to a maximum of 2 full points, in one year. The teacher must have indicated at the start of the review cycle that they wish to move more than one point up the pay scale and have demonstrated exceptional performance as highlighted in Appendix One.
- 6.5 The Performance Development cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the Planning and Review statement at the beginning of the next cycle.
- 6.6 The Performance Development cycle has two formal checkpoints where there are opportunities for the teacher and the reviewer to evaluate the progress towards meeting both the Teachers' Standards and the individual's targets: the interim reviews will take place no later than:
- 1) Friday 2nd February 2018
 - 2) Friday 29th June 2018

It is the responsibility of the participants to make sure the meetings take place.

The reviewer will make it clear to the member of staff how well he or she is doing against the Teachers' Standards and specifically against his or her Performance Development Targets at the end of every interim review meeting. This will be recorded formally. The language of Performance Development will form part of our climate of high trust; high accountability (Appendix Two)

- 6.7 If, at any stage of the Performance Development cycle, the reviewer judges that a teacher is in danger of not meeting the Teachers' Standards, swift remedial action should be taken as outlined in 5.21-5.25 above. SWA and JA **must** be informed.
- 6.9 The following flow-chart outlines the key elements of the Performance Development cycle. This is framed within the school self-evaluation cycle:



7 APPEALS

7.1 At specified points in the Performance Development process, teachers and Headteachers have a right of appeal against any of the entries in their Performance Development Planning records and Review document. Where a reviewee wishes to appeal on the basis of more than one entry, this would constitute one appeal hearing. Details of the appeals process are covered in the school's Pay Policy.

8 CONFIDENTIALITY

8.1 The whole Performance Development process and the Performance Development Planning records generated under it, in particular, will be treated with strict confidentiality at all times. Only the individual's line manager or, where s/he has more than one, each of her/his line managers, will be provided with access to the individual's plan recorded in her/his statement, upon request, where this is necessary to enable the line manager to discharge her/his line management responsibilities. Line managers will only be given access to the objectives related to their line management responsibilities. Teachers will be told who has requested and who has been granted access. The Deputy Headteacher responsible for the QA of Performance Development, and the Headteacher, will have access to all PD targets.

9 TRAINING AND SUPPORT

9.1 The School's Continuing Professional Development (CPD) programme will be informed *in part* by the training and development needs identified in the training annex of the appraisees' Performance Development Planning record and Review document. *The core CPD provision will be the Teaching and Learning Hubs (TLHs).*

9.2 The Governing Body will ensure in the budget planning that, as far as possible, appropriate resources are made available for any training and support agreed for individuals.

9.3 An account of the training and development needs of teachers in general, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the Headteacher's annual report to the governing body about the operation of the Performance Development in the school.

9.4 With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which: (a) the CPD identified is essential for an individual to meet their targets; and (b) the extent to which the training and support will help the school to achieve its priorities. There is the opportunity for all staff to suggest to the Deputy Headteacher with responsibility for CPD aspects of pedagogy which could be a focus for whole-school teacher training. *It is important to reiterate that the core CPD provision will be the Teaching and Learning Hubs (TLHs).*

9.5 Teachers will not be held accountable for failing to make good progress towards meeting their Performance Development targets where the support recorded in the planning statement has not been provided.

9.6 All reviewers will be provided with training to enable them to complete all aspects of their role appropriately and effectively, including the conduct of Performance Development reviews and target setting. Training for reviewers will be delivered by the Deputy Headteacher responsible for Performance Development and CPD.

10 APPOINTMENT OF REVIEWERS FOR THE HEADTEACHER

10.1 Appointment of Governors

The Governing Body is the reviewer for the Headteacher and to discharge this responsibility on its behalf may appoint two or three governors.

10.2 Where the Headteacher is of the opinion that any of the governors appointed by the governing body is unsuitable for professional reasons, s/he may submit a written request to the Governing Body for that governor to be replaced, stating those reasons.

10.3 Appointment of an External Adviser

The Governing Body will appoint an external adviser to provide advice and support in relation to the development and review of the performance of the Headteacher. The external adviser will have a proven expertise in Performance Development of Headteachers and will have no professional or personal connection with the Headteacher.

11 APPOINTMENT OF REVIEWERS FOR TEACHERS

11.1 The Headteacher will be the reviewer for those teachers she directly line manages and will delegate the role of reviewer in its entirety to the relevant School Leadership Team (SLT) or wider leadership team (HOF). These staff will be the reviewers for all those teachers within the subject areas they line manage directly or are the SLT link for.

11.2 Where a teacher is of the opinion that the person to whom the Headteacher has delegated the reviewer's duties is unsuitable for professional reasons, he/she may submit a written request to the Headteacher for that reviewer to be replaced, stating those reasons.

11.3 Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons, the Headteacher may perform the duties herself or delegate them in their entirety to another teacher. Where this teacher is not the individual's line manager, the teacher will have an equivalent or higher status in the staffing structure as the teacher's line manager.

11.4 A Performance Development cycle will not begin again in the event of the reviewer being changed.

11.5 All line managers to whom the Headteacher has delegated the role of reviewer will receive appropriate preparation and training for that role.

12 THE PERFORMANCE DEVELOPMENT CYCLE

- 12.1 The performance of teachers will be reviewed on an annual basis. In this school Performance Development reviews will be completed for all teachers by 31 October and for Headteachers by 31 December.
- 12.2 The Headteacher will undertake Performance Development reviews for all the School Leadership Team in the first half of term 1;
The Headteacher, and the Deputy Headteacher will undertake Faculty Examination Results Reviews (last two weeks of September);
Performance development reviewers undertake Performance Development for all the HOF and HOC, reviewing overall Performance Development evidence for each member of each subject area, and gathering thoughts about development priorities (last week September);
Performance development reviewers undertake all Performance Development target setting for the rest of teaching staff (first three weeks in October).
- 12.3 Teachers who are employed on a fixed-term contract of less than one year will have their performance managed in accordance with the principles underpinning the provisions of this policy. The length of the cycle will be determined by the duration of their contract.
- 12.4 Where a teacher starts their employment at the school partway through a cycle, the Headteacher or, in the case where the teacher is the Headteacher, the Governing Body shall determine the length of the first cycle for that teacher, with a view to bringing the cycle into line with that for other teachers at the school as soon as possible.
- 12.5 Where a teacher starts his or her employment at the school it is the teacher's responsibility to provide the school with copies of his or her current Performance Development documentation and his or her previous year's Performance Development documentation, to ensure continuity, especially in matters related to Threshold and Upper Pay Spine processes. New staff will be reminded in writing of this responsibility in the offer of employment letter.
- 12.6 Where a teacher transfers to a new post within the school part way through a cycle, the Headteacher or, in the case where the teacher is the Headteacher, the Governing Body shall determine whether the cycle shall begin again and whether to change the appraiser.
- 12.7 Before a teacher begins maternity leave s/he should meet with his/her reviewer before leaving work to review his/her performance up to the point of the commencement of maternity leave, and to reflect upon the previous year's Performance Management Review in order to enable the appraiser to make as well-informed a judgement as possible based upon the available evidence of the teacher's performance against the Teachers' Standards. *A teacher must not be penalised for being on maternity leave.*

13 **RETENTION OF STATEMENTS**

- 13.1 Performance Development planning and review Performance Development Planning records will be retained for a minimum period of six years.

14 **MONITORING AND EVALUATION**

- 14.1 The Governing Body will monitor the operation and outcomes of Performance Development arrangements.

The Headteacher (Deputy Head with responsibility for performance development will generate the report) will provide the Governing Body with a written report on the operation of the school's Performance Development policy annually to the Curriculum committee in the Autumn term. The report will not contain any information that would enable any individual to be identified.

The report will include:

- The operation of the Performance Development policy;
- The effectiveness of the school's Performance Development procedures;

Teachers' training and development needs.

- 14.2 The Governing Body is committed to ensuring that the Performance Development process is fair and non-discriminatory, and the following monitoring data should be included in the Headteacher's report because it represents the possible grounds for unlawful discrimination:

Age;

Disability;

Gender reassignment;

Marriage and civil partnership;

Pregnancy and maternity;

Race;

Religion and belief;

Sex;

Sexual orientation;

Part time workers;

Trade union membership.

The Headteacher will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above.

15 **REVIEW OF THE POLICY**

- 15.1 The Governing Body will review the Performance Development policy every school year at the November Pupil and Curriculum .

- 15.2 The policy will be revised as required to ensure that it is always up to date.

- 15.3 The Governing Body will seek to agree any revisions to the policy with the recognised trade unions.

- 15.4 To ensure teachers are fully conversant with the Performance Development arrangements, all new teachers who join the school will be briefed on them as part of their introduction to the school.

16 **ACCESS TO DOCUMENTATION**

- 16.1 All staff will have access to documentation relating to school improvement and development and any other documents and procedures to which this policy relates. These will be published on the school's intranet and/or can be obtained from the school office.

Appendix One

Exceptional performance – for those teachers wishing to move more than one point up the pay scale, the following is a guide to exceptional performance at Falinge Park High School.

Exceptional performance

Outstanding impact on pupil progress

Impact on wider pupil progress

Positive impact on effectiveness of other staff within the school

Positive impact on wider school outcomes

Book studies reveal exceptional performance in quality of work and feedback

Planning is exceptional and is used as a model for other staff

The teacher demonstrates outstanding leadership

Exceptional performance is where a teacher's performance is assessed to be successful in relation to significantly exceeding appropriate objectives, they are assessed as highly competent in fully meeting the relevant standards and significantly improving the progress of pupils, teachers may be awarded an extra point of progression on the MPR for excellent performance.

Appendix Two

Teachers' Standards 2017-2018: Self Audit

Teachers' Standards	RAG	Notes for PD Review
Teaching – A teacher must:		
Set high expectations which inspire, motivate and challenge pupils		
establish a safe and stimulating environment for pupils, rooted in mutual respect		
set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions		
demonstrate consistently the positive attitudes, values and behaviour which are expected for pupils		
Promote good progress and outcomes by pupils		
be accountable for pupils' attainment, progress and outcomes		
be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these		
guide pupils to reflect on the progress they have made and their emerging needs		
demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching		
encourage pupils to take a responsible and conscientious attitude to their own work and study		
Demonstrate good subject and curriculum knowledge		
have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings		
demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship		
demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject		
if teaching early reading, demonstrate a clear understanding of systemic synthetic phonics		
if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies		
Plan and teach well-structured lessons		
impart knowledge and develop understanding through effective use of lesson time		
promote a love of learning and children's intellectual curiosity		
set homework and plan other out-of-class activities to consolidate and extend knowledge and understanding pupils have acquired		
reflect systematically on the effectiveness of lessons and approaches to teaching		

Teachers' Standards	RAG	Notes for PD Review
Teaching – A teacher must:		
contribute to the design and provision of an engaging curriculum within the relevant subject area(s)		
Adapt teaching to respond to the strengths and needs of all pupils		
know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively		
have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these		
demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development		
have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use them and evaluate distinctive teaching approaches to engage and support them		
Make accurate and productive use of assessment		
know and understand how to assess the relevant subject and curriculum areas, including statutory requirements		
make use of formative and summative assessment to secure pupils' progress		
use relevant data to monitor progress, set targets, and plan subsequent lessons		
give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to feedback		
Manage behaviour effectively to ensure a good and safe learning environment		
have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy		
have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly		
manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them		
maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary		
Fulfil wider professional responsibilities		
make a positive contribution to the wider life and ethos of the school		

Teachers' Standards	RAG	Notes for PD Review
Teaching – A teacher must:		
develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support		
deploy support staff effectively		
take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues		
communicate effectively with parents with regard to pupils' achievements and well being		
Personal And Professional Conduct		
Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:		
treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position		
having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions		
showing tolerance of and respect for the rights of others		
not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs		
ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law		
Teachers must have proper and professional regard for ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality		
Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities		

Appendix Three

Example of how we might use language³ to hold a conversation into the quality of teaching in line with our **high trust; high professional responsibility** climate. It would be useful to model these questions when discussing a developmental observation or within a professional conversation discussing a series of lessons.

Potential areas to discuss related to teaching and learning	Examples of inquiry questions into each aspect
The importance of the planning (objectives)	What are the intended learning outcomes for this lesson or unit of work? Why are they important for these pupils at this time?
The alignment and challenge of the activities and resources to the objectives	How are these resources or activities intended to help the pupils achieve the anticipated outcomes?
The behaviour and cognitive engagement of pupils	How did these materials and activities build on the relevant prior knowledge, interests, and experience of these groups or individual pupils? How well were the pupils focused on the big ideas in the lesson?
The pupils' success on the outcomes	What do you know about how the pupils understood the big ideas? What information do you have about how they achieved the intended learning outcomes? What are their remaining misunderstandings?

³ The table is derived from examples within Student Centred Leadership by Viviane Robinson. The second section are developed in line with our objective of creating a compelling learning experience.

Section Two

Examples of questions and areas we might ask when we are looking at creating a compelling learning experience. They are developed solely for our school to support our professional development.

Consider

1. How far have you considered your planning based on the pupils' needs?
2. How far have you considered what the outcomes will be?
3. How far have you considered the teaching strategies?
4. How far have you considered the individuals in your class

Reframe

1. What opportunities have you taken to reframe the language used in your lessons? This could be the language you use to promote formal talk and/or the language pupils use?
2. What opportunities have you taken to reframe the questioning used in your lessons to encourage deeper learning?
3. What opportunities have you taken to reframe the pace in your lesson to ensure no child is left behind or no child has time to waste?
4. What opportunities have you taken to reframe the way you differentiate in your lessons? How have you worked with the other adults in the classroom to support the learning of all pupils?
5. What opportunities have you taken to reframe the behaviour in your classroom? Are you developing behaviour for learning?

Evidence

1. What evidence do you have of the goals you have set for the pupils? How are you using this within lessons?
2. What evidence do you have of pupil outcomes that are in line with the individual goals set and the lesson objectives? How are you using this?
3. What evidence do you have of assessments that show progress? How are you using this?
4. What evidence do you have of research from within the learning hubs and your own professional reading? How are you using this?

Accelerate

1. How are you able to accelerate progress by making use of expert planning – that is planning that builds upon the needs of the individuals, their prior knowledge and their assessment? Planning that takes into account the concept that learning is like waves – it ebbs and flows – it is not linear.
2. How are you able to accelerate progress by purposeful marking – that is marking that is linked to the objectives, that gives clear feedback in line with the faculty policy, that enables pupils to correct their errors and build upon the teacher's advice?
3. How are you able to accelerate progress through making use of growth mindset language?
4. How are you able to accelerate progress through taking risks that are carefully planned for?

Target

1. How are you demonstrating that you target learning through your knowledge of individual progress?
2. How are you demonstrating that you target learning through developing the Habits of Mind: Inquisitive, Collaborative, Persistent, Disciplined, Imaginative?
3. How are you demonstrating that you target learning through the use of precise and honed language, objectives and strategies.

Educate (To lead out)

How are you sharing this with others to develop their capacity? How are you developing the leadership of pupils so that they can assist others? What are the next steps for you?

The thinking behind our Performance Development policy

The changes to Performance Development were significant during 2015-2016 and a marked shift from an imposed appraisal system. We have taken the statutory requirements and adapted them to suit our objective of **Creating a Compelling Learning Experience** and our strategy of **Believing in people: professional learning and research; positive relationships**.

We spent a significant amount of time at the start of the academic year 2015-2016 discussing the tension between what we were trying to achieve and how to marry this with external accountability measures. Our approach was shaped by professional research and evidence of what is working well in education. In particular, we shared two approaches with the staff at the start of the year.

Being a professional is more than being an expert: it is being part of a fraternity with the same intent. Professionalism involves reading and questioning deeply and being involved in debate with others on important matters. Being a professional implies a contribution to the group's effort and a willingness to experiment in a structured way to improve outcomes. Being professional involves being recognised and accepted by one's community and having a status built on respect.

(Mick Waters)

Every teacher needs to improve, not because they are not good enough, but because they can be even better.

(Dylan Wiliam)

We identified that we could not control what is happening on the outside but we could control our own practice. For that, we needed to make sure we focused on improving learning. We had to link what was going on in the learning hubs with the appraisal system in school **but** we had to do this without endangering the creativity (innovative ways of working; risk taking) within the hubs. We couldn't risk damaging the hubs or the trust by linking it in a punitive way with the appraisal system.

We needed to reframe the language of appraisal/ performance management. We were influenced in this through the work John Tomsett has undertaken at Huntington School in York and were grateful for him sharing his approach. By reframing our language and focusing on Performance **Development**; by looking for successes rather than measuring outcomes or a narrow set of measures; by using the existing Teacher Standards as a way of being robust and fulfilling our statutory requirements, we ensured we had buy in to a process which has created tensions for teachers nationally. In thinking differently, we had to speak differently and be more precise with our language.

The biggest challenge and the biggest "risk" was in not using a set of data as a target. We felt that if we were to set a data target we would be doing it simply because we had invested in it, it was the "done thing" and felt we couldn't afford to change course. External factors also influenced our decision not to set a data target:

- Ofqual have stated there will be volatility in exam grades over the next couple of years with the changes to comparable outcomes and GCSE grading
- We are accountable in a new measure which is dependent on pupils' performance nationally for that cohort. We will not know our P8 score until the January following the GCSE results it would therefore be wrong and possibly deeply unjust to be setting teachers a target based on a result that is merely a guess.
- We could set a data target based on the A8 score but again the evidence is not there yet nationally to know what pupils will achieve from their starting points with the new GCSE grades. It is also too much of a mixed economy currently with legacy specifications and new specifications to do this to teaching staff.
- We could have used "old money" – 3+ LOP, 4+ LOP – but, as FFT and ASCL point out, this is an achievement measure, not a progress measure and the correlation between levels of progress and 5 A-C E/M is practically equal. To use this data set properly requires you to look in detail at EAL levels and as a school we needed to be looking forwards, not backwards.

- As we had moved towards assessing without levels, there would be the tension across the school for those staff who did not teach KS4 and had a data target based on stages which, as we have explored, are not sufficiently developed to use.

It is this aspect of our Performance Development that we have had the most sleepless nights over. Maybe it's brave, maybe it's foolish, maybe an external inspector will feel we aren't holding staff to account enough – what we do know though is that ***the decision we have made is the right decision for our school and our staff***. We also know that the rigour we have built into the process is strong and is continuing to improve. At every step of the process there is a QA system that includes self-reflection and self-evaluation. It is this, along with the triangulation from learning walks, schemes of learning book studies and professional dialogues that cement our belief that Performance Development is a driver for improvement – and not a punitive measure. We believe we have an effective system for developing this. As Viviane Robinson writes in Student Centred Leadership, "Fine words and high ideals are not enough if leaders don't know how to put their words into action, if they follow the wrong paths and take the wrong turns, then their sense of moral purpose can quickly give way to cynicism, frustration and fading commitment." With our Performance Development, we would argue that we are successfully turning ideals about professionalism and learning into action.

Where we have inextricably intertwined the School Development Plan and our strategic intent with individual performance development successfully is on having common objectives. These focus on compelling learning, the teacher standards, assessment and an additional target for those staff on UPS/Leadership. These targets are linked directly to the School Development Plan.

We have focused on the process of learning and the diversity of learning which is in line with our culture. Consequently we have set ***learning goals*** for individuals rather than ***performance goals***. This does not mean that our Performance Development is not intended to be robust or rigorous. We are consistently reflecting upon, evaluating and developing our practice as a school – and Performance Development is no different.

Janice Allen
January 2016

Performance development for high trust and high professional responsibility

It's not performance management, it's performance development. The standard approaches to performance management and PRP are not the answer, writes Janice Allen, headteacher, Falinge Park High School

Taking on my first headship in 2015 I faced a significant challenge. From my experiences as a deputy head in two schools I knew the best way to improve outcomes for pupils was to focus on the professional development of all my staff and to have one simple objective: to create a compelling learning experience.

The way that I hoped to achieve this was through believing in people and creating positive relationships. Between securing the position in February 2015 and taking up the post in September, I intensively studied the research and evidence on leadership and was encouraged to be brave in my approach, particularly through the work of Professor Rob Coe on what makes effective teaching and John Tomsett's writing in his books and blogs. I knew from spending time listening to staff on my weekly visits to the school that the focus of my first year had to be on leadership and learning; and that I had to make the most of the honeymoon period that a new headship brings. My challenge however in this professional culture I was hoping to create was the statutory deadline that was looming for October 31: performance management and performance related pay.

PRP: fair? Evidence based?

I had long struggled with the concept of performance related pay, particularly through my work as a deputy in an inner-city school with over 50 languages spoken by pupils. I had come to the conclusion that using data to measure their success and to set performance management targets was significantly flawed. The progress pupils with English as an additional language make is much more nuanced than a flight path would suggest. It should take into account their levels of fluency; the progress of pupils whose reading ages were below age nine (many of my pupils had needed much finer interrogation than we as a team could apply at that time); we would be setting data targets when we had no idea what A8 and P8 would look like. It didn't seem fair or based in evidence to set a crude data measure as part of the performance management targets.

We had also decided to focus on the long term and develop our practice at key stage 3 rather than just going for the quick win with year 11. I received a number of odd looks over the course of the year when I said we wouldn't be doing Saturday sessions – or 'boot camps' as they'd been called – and that if we focused on KS3 then KS4 would in due course look after itself. It would have been disingenuous therefore for me to say these things and then set a PM data target for a group in year 11 based on their GCSE outcomes.

I was also struggling with the performance management observation cycle I had been used to and had indeed driven in some other schools. I wanted the teachers at Falinge to be consistently good and consistently looking to create compelling learning – not just three times a year. However, this deadline was looming and I had to make some decisions with my team which would set the tone for the way we were going to develop the school.

Give it time to build trust

The first thing we did was agree to set some thinking time aside. This wasn't a morning, this would be a period of one term before we made any decisions. We agreed with the staff and their union representatives that we would complete the review of targets based on the information we had in school as we were statutorily required to do, but we wouldn't set any targets until the following January. We would make sure that any targets we then set would be limited to the period January–October 2016.

This was a risky decision in the sense that we needed to be able to hold our own if Ofsted came knocking early. But we were determined as a team that we wouldn't do anything just for Ofsted. This approach to performance

management could actually be the catalyst for teachers to build their trust in the leadership team of the school; and for them to invest personally and professionally in their future development.

The breathing space we created developed a dialogue across the school about what compelling learning looked like and how we could achieve a compelling learning experience. We built the learning hubs to explore professional learning from each other and research into effective teaching. And we held true to our promise that when we reviewed learning, we would provide feedback through an exploration of strengths rather than a deficit model. It really didn't matter if something went wrong; what mattered was the conversation that happened afterwards. It's easy to be critical when we observe a lesson; but it can be destructive when that's all we hear. We needed to find a way to improve teaching from the bottom up rather than through a tick box. And I needed to make sure our performance management complemented our approach.

[callout]

It really didn't matter if something went wrong; what mattered was the conversation that happened afterwards

[end]

It possibly all sounds a little cuddly so far doesn't it, and as if that first term was just a lot of chat and pats on backs? I'd argue against that presumption (and I've had to argue the value of our performance management many times). What we were doing was creating a culture of high trust and high professional responsibility. There was an expectation that everybody should fulfil their bread and butter of the job: plan, teach and mark. There was an expectation that you should look to developing your teaching style in response to the professional development culture and the responsiveness of the pupils. While we didn't have a set way of teaching or marking (the high trust) we did expect that we would always be aiming for compelling learning (the high professional responsibility).

It made sense therefore that when we came to set our performance management targets they were focused on learning. Each member of staff, including senior staff, had to identify what they would do for three broad areas – four for those members of staff with a TLR or on UPS:

1. Create a compelling learning experience: this could be through engagement with the learning hubs, contributing to teaching and learning briefings, observing others teach and sharing their thoughts.
2. Fulfil the teacher standards: identifying a specific area for development.
3. Contribute to effective assessment research and practice.
4. On Leadership or UPS: a defined role from an area of our school development plan – for example, building cultural capital with a targeted group of pupils; leading maths sessions for high attainers; pupil premium at key stage 3.

This system still has teeth

The teeth of the system (which we are always having to defend) comes from the interim reviews, the work of the hubs, the faculty reviews and the professional conversations we have built in along the way.

The first year worked well and there started to be a sense that, actually, performance management was worth doing because it related to your purpose as a teacher. In terms of contributing to the objective of creating compelling learning, we were demonstrating we were learning and refining through staff feedback. It wasn't perfect, though, and we still had staff in July who went into a panic for their interim review when they realised it was actually harder than just producing a good lesson three times a year and producing a nicely coloured graph of their children's progress or print something from SISRA analytics.

The strengths of our practice at Falinge were recognised in an audit by the Teacher Development Trust in the June of that year. The auditor commented:

'Falinge Park High School have created a developmental and supportive culture for staff, where professional learning is prioritised. It was evident on the day that there is genuine enthusiasm amongst staff for the new compelling learning vision and the collaborative learning culture, and there is definitely buy-in. The changes to performance management are hugely developmental and links well with CPD.... It was ... genuinely exciting to see such passion for teaching and learning and CPD.'

We've refined the process for this year to create a compelling learning experience through undertaking two cycles of lesson study where staff use the work in the learning hubs to establish their targets. We've also used individual pen portraits of teaching to support the progress over the year. There is a synergy between what we are developing in CPD, the practice in the classroom and how this contributes to performance management – or performance development as we call it. If it doesn't have an impact on compelling learning, we don't do it.

Pupil outcomes

So, what are the outcomes for pupils? Quite clearly removing data targets and formal lesson observations did not have a detrimental effect on teachers' motivation to get good outcomes for pupils. Oddly enough they didn't suddenly become lazy and stop trying, they didn't become worse at teaching – in 2016 we achieved a positive P8, our disadvantaged pupils achieved better than 'national others' in English and maths, and for the first time we were in line with national average for English and maths.

Of course, our good set of results could be changed this year as we all blindly go into the examinations not knowing where any of us will land. But if we don't do as well this year, we're not going to knee jerk and change our approach when there are clear improvements in teaching and learning at key stage 3 and staff morale is strong. Sometimes it needs a little courage and belief.

Data has to come in somewhere, though, and luckily we do have a member of staff with a list of long data targets based on meaningless information that are set externally. Yes, that's me. And, naturally, the reason I get out of bed in the morning is because I am driven by my data targets to do well. Do I use them all the time, are they useful, do they make me become a better leader? Well, what do you think?

Janice Allen

May 2017